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ABSTRACT

This brief report of remarks of a three-day workshop in career education describes the workshop agenda, activities, and projects underway in Florida and gives a list of objectives for grades K-6 through post secondary education. A master plan for career education in Brevard County, with a planning and implementation checklist, is followed by descriptions of five special projects, a plan for developing involvement, and a list of local resource people skilled in various elements of career education. A 36-item bibliography is appended. (NH)

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SUMMARY REPORT

CAREER EDUCATION WORKSHOP

May 29-31, 1973

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Prepared for
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Tallahassee, Florida
June 1973

by

Robert L. Lathrop
Career Education Center
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Floyd T. Christian
Commissioner

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Introduction

The state of Florida stands on the threshold of making a major commitment to encourage the establishment of Career Education in every county in the state. Although Florida has been active in supporting a number of research and developmental projects in Career Education for several years, the recent action of the Legislature in approving funding to support the implementation of Career Education on a state-wide basis represents a major Legislative commitment to change the direction of Florida's school programs.

The road to a state-wide implementation has been carefully laid out and paved by a number of prior actions of the State Legislature, the State Board of Education, and the State Department of Education. Now the Legislature has validated its prior actions by indicating that it is ready to move from limited developmental activities to a state-wide program of Career Education in Florida schools. It will fall to the staff of the Department of Education, and particularly its area representatives to make the Career Education concept an operational reality in each of their service areas.

In anticipation of the action of the legislature, the Division of Vocational, Technical and Adult Education planned and offered a three-day workshop to ten of its area field representatives.

Career Education Workshop Participants

Area I	Miss Gail Trapnell
	Mr. Robert Collard
Area II	Mr. F. D. McCormick
	Mr. S. F. Brinsko
Area III	Mrs. Patsy Agee
	Mrs. Sarah Hurst
Area IV	Mr. Gregory Payette
	Mr. Al Gonzalez
Area V	Mr. E. L. Shuttleworth
	Mr. R. A. Croft

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According to C. M. Lawrence, Bureau Chief, Programs and Supervision, the objectives of the workshop were to:

1. Explain the rationale for Career Education in Florida schools, emphasizing that Career Education is a concept to be locally developed and implemented and not a packaged program to be added on.

2. Explain the relationship of Career Education to existing legislative statutes, State Board regulations, and underlying philosophical commitments already existing in Florida, giving particular attention to the compatibility of Career Education to comprehensive program planning.

3. Identify the goals, elements, and objectives of Career Education that have been proposed and adopted by exemplary projects here in Florida.

4. Identify the components or elements of Career Education projects underway in Florida.

5. Identify and describe activities and projects now underway in Florida which form a supportive research and development base upon which new Career Education projects can build. Particular attention was to be given to acquainting participants with the potential benefits of these supportive projects along with descriptions of availability, costs, and organizational requirements.

6. Develop an understanding of the participants' role as consultants and change agents to local districts interested in exploring the implications of Career Education for their schools.

It is clear that the Division of Vocational, Technical and Adult Education set out an extremely ambitious undertaking for itself and its field staff and that a great deal was expected to be accomplished in the short span of three days.

Mr. Lawrence made two additional remarks to the participants which were re-emphasized throughout the workshop.

1. Although each of the participants was presently functioning as an area representative in a particular field of specialization, their role as Career Education consultants would require them to work with all levels of a school's program, K - Adult, and with all subject matter specialties.

2. Although the principal source of support and encouragement for Career Education in Florida thus far has come through the VTAE Division of the State Department of Education, Career

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Education is a Department-wide priority and will eventually have to involve all levels and program areas.

The participants appeared to accept the premise that they were to serve as the opening wedge in an effort to encourage Florida schools to provide wider and more relevant experiences for students (including adults).

Background to Current Legislation

Following Mr. C. M. Lawrence's introductory remarks, Mr. Emmelhainz, Assistant Director of the VTAE Division, reviewed for the participants the series of legislative and State Board actions which had set the stage for the passage of the current appropriation for Career Education. Mr. Emmelhainz stressed the compatibility of the Career Education concept with the comprehensive vocational education legislation already in effect and encouraged the participants to refamiliarize themselves with the eight bills constituting the "Vocational Education Package of 1970" and with the State Board of Education Regulations which had grown out of these statutes.

Mr. Emmelhainz reminded the participants that the legislature had assigned the responsibility for program planning to local school districts and had now made funds available to support and encourage local districts to become involved in Career Education. It was now up to the State Department of Education to organize itself to respond to the interest of local districts in becoming involved in Career Education.

According to Mr. Emmelhainz, "There comes a time when research terminates and operations begin and the State Department has put itself on the line." The State Department has said that Career Education is important for Florida education and the Legislature has agreed. It is now up to the State Department to move Career Education into the schools

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and the first line of contact will be the area representatives in the field.

Following Mr. Emmelhainz's very pointed remarks, Dr. Roy Giehls, Education Consultant in the State Department of Education, reviewed the rationale leading up to the legislative request for support of Career Education. Dr. Giehls described the procedure for estimating the costs involved in establishing a Career Education project in each school district in Florida, drawing on average daily attendance figures and expense estimates from exemplary programs already in operation.

On the basis of the formulation used, an estimated cost for first-year funding was projected as $5,650,000. The participants were reminded that the current legislation was part of a three-year plan for supporting the implementation of Career Education.

Dr. Giehls pointed out that the formula used was simply a rationale to support the legislative request and that actual allocations to counties would be based upon guidelines yet to be determined.

Dr. Leon Sims, Chief of the Bureau of Vocational Planning, spoke to the importance of the planning process which had to be carried out at the local level in order to insure the continued support for Career Education over the long run. Dr. Sims reminded the participants that the success of Career Education activities the first year would be a major factor in building support for future legislative requests and emphasized the participant's role in assisting local districts in planning. According to Dr. Sims, local districts must distinguish between outcomes and strategies and give prior attention to what they want to accomplish through Career Education before they begin to organize programs. It will be the responsibility of the participants to help local districts think through their goals and directions before the districts can move into

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the planning of organization, strategies, and operations.

Following Dr.Sims' presentation, Mr. O. E. Daugherty, Assistant Director of the Division of Elementary and Secondary Education, spoke about the importance of his Division becoming more actively involved in the Career Education movement in Florida and expressed his personal intention to help his Division "firm up a position" and "move ahead." Mr. Daugherty indicated the importance of involving teachers from all fields and levels in the organization of Career Education projects and stressed the key role of the principal in implementing change.

By this point in the workshop the participants had a thorough understanding of why the workshop was being held, the historical background leading to the current legislation, and a sense of the role of the Department, including their own, in moving into the next stage of development and implementation.

The program for the workshop then moved into a description of how three ongoing Career Education projects had developed and implemented their plans.

Descriptions of Current Exemplary Programs

Mr. Robert Megow, Director of the Orange County Career Education project, described a list of steps that must be undertaken by local school officials in implementing a project.

1. Secure the support and commitment of the Board of Education to the concept of Career Education.
2. Obtain a commitment from the administration for financial support.
3. Develop an openness to experimentation and change.
4. Obtain a commitment for planning time.
5. Obtain support from community.

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6. Identify specific program needs.

7. Identify and train staff.

8. Form committees involving school personnel and project staff.

9. Obtain supplies and materials.

10. Identify support services.

11. Conduct inservice program.

Mr. Megow then shared the definition of Career Education adopted by Orange County.

> Career Education is the sum total of those experiences of the individual associated with his choice of preparation for entry into and progress in occupations throughout his life.

A description of Orange County's objectives is listed below.

Overall Objectives of a Career Education Program Are To:

- Provide occupational orientation in elementary grades.
- Provide exploratory experiences in middle grades.
- Provide specific training for job entry skills at secondary level.
- Provide intensive occupational guidance and counseling including job placement.
- Use follow-up of dropouts and graduates to improve and revise programs.

K-6: Awareness

- To develop positive attitudes about the personal and social significance of work.
- To develop self-awareness and the ability to relate self-concepts to jobs.
- To develop and expand occupational awareness.
- To improve overall performance.

7-9: Exploration

- To increase understanding of career opportunities as they relate to occupational roles.
- To explore broad occupational clusters and tentatively select a particular cluster for an in depth study.
- To improve overall performance.

10-12: Preparation and/or Specialization

- To increase understanding of selected career opportunities as they relate to previously explored occupations.

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To develop job entry level skills in one or more occupational areas.
To develop prerequisite academic and occupational skills necessary for further education.
To improve overall performance.

Specialization (Post-Secondary - Adult)

To develop job entry skills in one or more occupational areas.
To improve overall performance.

Specialization (Post-Secondary - College Program)

To develop academic and occupational skills necessary for further education and/or job entry.
To improve overall performance.

Mr. Megow concluded his presentation by indicating that his staff had a bibliography of materials produced in the Orange County project, available upon request.

The discussion of goals and objectives in Orange County was followed by a slide/tape presentation of the Pinellas County project delivered by Mr. Clarence Givens. Mr. Givens stressed the close relationship between the goals of Career Education and guidance and described the "C-OS-T" approach to instructional planning where teams of counselors - C, occupational specialists - OS, and teachers - T, work together to plan experiences for students. Mr. Givens presented a brief explanation of the large amount of attention given to self awareness in the early school years with a gradual increase in career awareness as the student moves through school.

The third project presented is located in Brevard County. Miss Ruth Anderson discussed the organization of the Brevard County project, pointing out the advantage of a direct line relationship between the project director and the superintendent. Miss Anderson also distributed a description of the "Occupations Wheel" used in Clearlake Middle School (Cocoa) and some guidelines for planning a Career Education project. A portion of that description is attached.

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Miss Anderson also provided examples of instructional units developed by Brevard County teachers.

Descriptions of Supporting Activities and Services

Following descriptions of the three projects, the workshop turned to presentations from directors of several Career Education Research and Development Projects sponsored principally by the VTAE Division.

Each of the support service project directors was asked by the workshop organizers to speak to several specific points:

1. Goals and objectives of project.
2. Benefits.
3. Costs.
4. Availability.
5. Evaluation data.

The information from various projects is summarized in the following table.

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MASTER PLAN FOR CAREER EDUCATION
(In Brevard County)

SECTION I. The School Philosophy

A. Write a statement of philosophy for the comprehensive high school as it applies to the local situation. The philosophy should reflect the fact that there are several exits from high school such as: employment, vocational-technical school, community college, apprenticeship, the armed forces, and the four-year college and university.

B. Identify and write an analysis of the problem in relation to any "gap" that may exist between the above philosophy and the present operating program.

C. List a set of proposed accomplishments (goals) for career education which contributes to the school philosophy.

D. Write a statement supporting a rationale for the potential number of students expected to enroll in career elective education. This rationale should be supported by figures based on a five-year projection.

E. List and describe the guidance and counseling services needed to support the school offering. Some guidance services offered by the comprehensive high school that supports career education will be: dissemination of career information, guidance centered exploratory programs, student placement before and after graduation, and student follow up.

SECTION II. Suggested Occupational Program

A. The Occupational Clusters. List present courses that you consider vocational. List projected occupational clusters.

B. Exploratory Programs and Guidance. List and describe present and projected courses which lead directly into the occupational clusters. This should also be a description of the guidance services, present and projected, which will support the occupational offerings.

C. Supporting Occupational Courses. List and describe the present and projected vocational courses which are not clusters but support and enhance the occupational offerings.

D. Supporting Academic Courses. Certain academic courses can and should be taught to relate directly to occupational offerings. These courses should be listed and a statement of emphasis outlined.

E. Integration of Occupational and Academic Courses. Write a statement describing how the occupational and academic offerings could be integrated to support and enhance one another and at the same time contribute to the same instructional goals.

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FACTORS OF IMPLEMENTATION
(In Brevard County)

Listed here are the steps that the school administration and staff must consider in implementing the career education program.

SECTION A. Initial Planning	Begin	Finish
1. Gain commitment from school board and administration.		
2. Adopt written board policy.		
3. Assign responsibility for program development and implementation to vocationally experienced personnel.		
4. Assure that key personnel gain understanding of career education and the clusters.		
5. Identify employment opportunities.		
6. Develop and determine proposed accomplishments. a. Establish proposed budget and financial considerations for each accomplishment. b. Refer to Bureau of Research and Evaluation for examples of goals or proposed accomplishments. c.		
7. Determine student needs. a. Hold counseling sessions with teachers, students, and counselors. b. Identify student skill needs and skills already mastered. c. Construct open-ended curriculum for individual students. d. Identify special needs for the disadvantaged and handicapped.		
8. Analyze the clusters a. Obtain and develop a set of guides and units. b. Attend workshops, courses, seminars, etc. c. Meet with Area III specialists. d. Visit other schools.		
9. Determine needs of the community. a. Collect and analyze community data. b. Analyze state employment data. c. Begin series of programs (news releases, radio, T.V., etc.) to inform community.		
10. Relate clusters to needs of student population. a. Collect and analyze school data. b. Collect and analyze community data. c. Write statement of occupational philosophy.		

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	Begin	Finish
11. Select Career Education Advisory Committee.		
a. Present and recent students		
b. Community citizens		
c. Industry and business representatives		
d. Present advisory committee representatives		
e. School guidance staff		
f. Teachers		
g. School administration		
h. Representatives from Community College and University.		
12. Select appropriate occupational clusters based on:		
a. Community and state data		
b. School data		
c. Advisory committee advice		
d. Student survey		
e. Present and additional personnel		
f. Present and projected facilities		
g. Ability to support financially		
SECTION B. Implementation		
13. Select Occupational Cluster Advisory Committees.		
a. Nominate many people who represent a broad cross section of the industry.		
b. Notify prospective members by letter and personal contact.		
14. Involvement of Cluster Advisory Committees		
a. Orient and provide in-service for committee members.		
b. Establish advisory committee goals and guidelines.		
c. Occupational input by the committee in the development of a long-range plan.		
15. Develop budgets.		
a. Salaries		
b. Equipment and supplies		
c. Facilities		
d. In-service		
e. Planning		
f. Travel		
16. Develop instructional content.		
a. Assess present vocational courses.		
b. Adopt cluster approacn of "family of occupations."		
c. Develop performance objectives.		
d. Allow for individualized instruction.		

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	Begin	Finish
17. Secure vocational certification for personnel teaching occupational courses.		
18. Provide teacher release time for: a. Assessing the present curriculum b. Designing the curriculum in relation to the cluster guides c. Planning and developing, as time and finances permit.		
19. Make schedule adjustments. a. Arrange for appropriate lengths of time in cluster courses. b. Reschedule some courses.		
20. Develop personnel in-service. a. Local in-service plan b. Hold workshops, courses, seminars, etc. c. Visitations.		
21. Develop guidance and counseling services. a. Involve guidance personnel with students in a structured career decision-making process. b. Involve guidance personnel in exploratory programs. c. Involve guidance personnel in student placement before and after graduation. d. Involve guidance personnel in student follow up. e. Involve guidance personnel in the dissemination of career information. f. Involve guidance personnel in developing career education orientation for elementary programs.		
22. Develop youth organizations as an integral part of career education.		
23. Develop individualized instruction as an integral part of career education.		
24. Develop work experience as an integral part of career education.		
25. Develop facilities and equipment based on the long-range plan.		
26. Develop evaluation procedures.		
27. Develop an interdisciplinary curriculum.		

PROJECT TITLE	VIEW (Vital Information for Education and Work)	FAIS (Fusion of Applied and Intellectual Skills)
INVESTIGATOR, CONTACT PERSON	Alexander Friedman, Sheridan Vocational Center, 5400 Sheridan St., Hollywood, Florida 33021 305/981-2800, OR William Woolley, P. O. Drawer 190, 412 South Boulevard, Chipley, Florida 32428 904/638-4131	Midge Smith, P. K. Yonge Laboratory School, Gainesville, Florida 32601 904/392-1558
GOALS AND/OR OBJECTIVES	A. To provide a means by which students in selected secondary schools will become aware of the variety of careers available requiring less than a baccalaureate degree. B. To provide current career information to students and counselors in participating secondary schools. C. To provide current descriptions of local vocational training programs to students and counselors in participating secondary schools. D. To provide a means whereby individual school districts will be able to develop local training descriptions. E. To promote the effective implementation and utilization of VIEW within participating secondary schools. F. To provide guidance counselors in participating secondary schools an improved method for matching student's interests and abilities to current occupational requirements. G. To provide vocational-technical administrators and curriculum planners information regarding current student career interest areas.	To develop an ordered developmental sequence of experiences designed to assist elementary level (K-8) students clarify their values.
BENEFITS	An inexpensive up-to-date description of occupations and training opportunities regularly revised and individualized.	The premise underlying FAIS is that "a person who has clarified his values will make more meaningful career decisions." The FAIS materials provide a vehicle for teachers to help students clarify their values.
EVALUATION	Evaluation Report available from project coordinator.	A summary report of two years of field testing will be available from VTAE.
AVAILABILITY	VIEW decks available to schools on subscription basis.	Materials are being published by Educational Achievement Corp. Should be available in early fall.
COSTS	Approx. $150/year including processing of local training opportunity cards, plus equipment costs and supplies.	Not available, estimated to be $2-3 per student.

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PROJECT TITLE	ROLE OF THE ELEMENTARY COUNSELOR IN CAREER EDUCATION	LOOM (Learner-Oriented Occupational Materials)
INVESTIGATOR, CONTACT PERSON	Harmon Burck and Ellen Amatea, 315 Education Building, Florida State University, Tallahassee, Florida 32206 904/599-2459	John Geil, Room 220, Johnston Bldg., 415 N. Monroe St., Tallahassee, FL 32301 904/222-4704
GOALS AND/OR OBJECTIVES	Objectives: 1. Develop a theoretical rationale to describe career development at the elementary school level. 2. Specify the objectives to be met by the elementary counselor. 3. Identify feasible strategies for accomplishing these objectives. 4. Estimate the costs for implementing these strategies. 5. Describe a plan to measure the outcomes of the strategies. Goals: 1. To develop theoretical rationale describing career development at the elementary school level. 2. To specify the conceptual base for an elementary school career education program. 3. To identify the particular role and responsibilities of elementary counselors in such a program specifying product objectives, strategies, and resources which would serve as program guidelines for elementary counselors. 4. To identify feasible strategies for training of elementary counselors in career development.	To identify and develop the materials, methodology, teacher competencies, and implementation patterns for an activity-based Career Education program that can be woven into the existing elementary curriculum.
BENEFITS	While traditional views of career development have placed the focus of career development experiences at the senior high level, recent attention to the entire career development process has emphasized the need to begin during the early school years, systematically exposing young school children to the world of work and to experiences which will help them refine their methods of self assessment. In looking at the elementary school as the locus for the initial phase of the career development and career education processes, greater clarification and explication of the roles of various members of the elementary school personnel team seemed vitally needed. Although each member has a vital role to play in an elementary career education program, the focus of the project was upon identifying the role and responsibilities of an elementary school counselor in such a program.	A catalog of teacher developed instructional units, that feature hands-on activities for students.
EVALUATION	Not available	Materials undergoing regular field testing and revision.
AVAILABILITY	Rationale now available. Program guidelines and materials available Summer, 1973.	Master set of units available at LOOM Office. Duplication arranged with Project LOOM Director.
COSTS	No cost	Duplication costs only..

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PROJECT TITLE	BRIDGE (Building Realistic Individualized Developmental Guidance Experiences) ESEA Title I Project
INVESTIGATOR, CONTACT PERSON	Harriet Merhill, Assistant Director of Elementary Guidance P. O. Box 271 Orlando, Florida 32802 305/241-4651
GOALS AND/OR OBJECTIVES	To increase the educational and vocational options of disadvantaged children through widening occupational horizons, increasing self understanding, and developing positive attitudes toward school. To develop occupational awareness through participation in "world of work" activities. To develop awareness that jobs require personal qualities and attitudes as well as skills.
BENEFITS	A program for working with 4th, 5th, and 6th grade students who have for any of a variety of reasons not made a normal academic or social adjustment to school.
EVALUATION	Informal reports from students and teachers.
AVAILABILITY	Available from Project Director
COSTS	Cost of Duplication

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Following the presentations of the special support projects, several additional reports were made of other activities and support services available to emerging Career Education projects.

Ms. Evelyn Woods described, through a slide presentation, the "Wheel" approach to a junior high school program which was locally developed and funded at Brooksville in Hernando County. The Wheel included six segments (Business, Agriculture, Home Economics, Distributive, American Industries, and Career Development). The Brooksville program illustrated what could be done through local support and local effort, although Ms. Woods indicated that the program could have been strengthened by additional State Department support.

Dr. John Crittenden, from the University of West Florida, described his involvement with the four exemplary programs in Vocational Education located in Jacksonville, Tampa, Miami, and Pensacola, pointing out how these programs had really been precursors to the Career Education program in Florida. Dr. Crittenden outlined the strategies used in developing curriculum materials and provided a large number of examples of these materials for the participants to examine.

Dr. Crittenden described a four step model involving:

A mission statement,

A preparation phase,

A development phase, and,

An improvement phase.

Following the description of the exemplary vocational programs, the workshop moved into a series of presentations describing state-wide support systems. Mr. Robert Hancock described the capability and operation of the FERIC system for search and retrieval of existing documents related to all aspects of education but particularly Career Education.

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Mr. Hancock provided a hand-out explaining the services of FERIC and a current listing of satellite centers. Mr. Hancock brought to the group a number of representative searches available through his office and encouraged the participants to make use of the FERIC system in identifying what already exists that might be of assistance to districts planning new programs.

Following the description of FERIC, the participants were introduced to the instructional technology services available through the Educational Television and Radio Section of the Department of Education. Particular attention was given to the procedures for securing video tapes and films. A booklet was distributed outlining services, procedures, contact persons, costs, and a sampling of available materials. As was true of FERIC, the resources of the ETV&R Section could constitute a valuable aid to area personnel and local districts.

Dr. Hobdy Perkins discussed a model for evaluating Career Education projects and provided a hand-out describing costs, procedures, hypotheses to be tested, and instruments available. It was stressed that evaluation would be an important component of each Career Education project and that early and systematic attention must be given to provisions for formative as well as summative evaluation of process and product outcomes.

The final support system presented was the Career Education Curriculum Laboratory at Florida State University. Dr. James Edmundson described the services available through the Laboratory and introduced a slide/tape presentation describing the evolution and mission of CECL. A number of examples of CECL collected materials were on display at the workshop and several bibliographies were distributed.

The final morning of the workshop was devoted to school visitation in Orange County project schools.

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The wrap-up session dealt with two major ideas -- strategies employed to involve teachers, administrators, students, and communities in Career Education; and, identification of the role of D.O.E. area representatives in assisting districts explore their interest in planning Career Education projects and activities.

A Plan for Developing Involvement

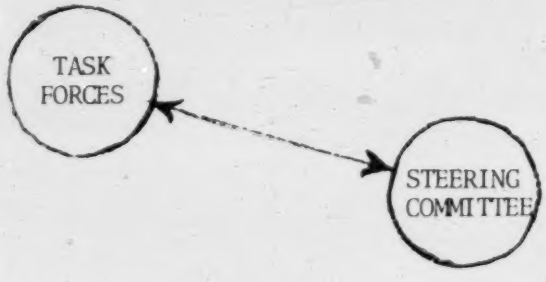
Dr. James Smith, Director of the Broward County Career Education Project, enthusiastically described the assumptions and strategies used in developing that county's project.

Dr. Smith listed several concepts underlying his team's thinking.

1. Better decisions come from involving persons who are going to be affected by decisions.
2. Informed and involved persons are more likely to be supportive or at least not oppose decisions.
3. People can change and are changing every day.
4. People interacting for long enough will come up with better ideas than any one individual acting alone.

Based on these principles, a steering committee was established which cut across organizational lines. The steering committee met, away from distractions, to review the overall goals of the Broward County schools and develop a concept of Career Education consistent with these overall goals.

Emanating from this central steering committee emerged four types of working groups.



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The first of these groups were the Task Forces who were assigned such responsibilities as staffing, in-service programs, evaluation, information and involvement . . . All Task Forces involved project staff, administrators, teachers, students, and parents. Each Task Force, working within the guidelines established by the steering committee, was free to plan its aspect of the total program.

The second type of working group was the Resource Team.

Resource Teams were organized along discipline lines and were responsible for organizing faculty and staff time, obtaining materials, critiquing materials, searching for alternative strategies, and planning inservice activities.

The third set of working teams were the School Communications Groups.

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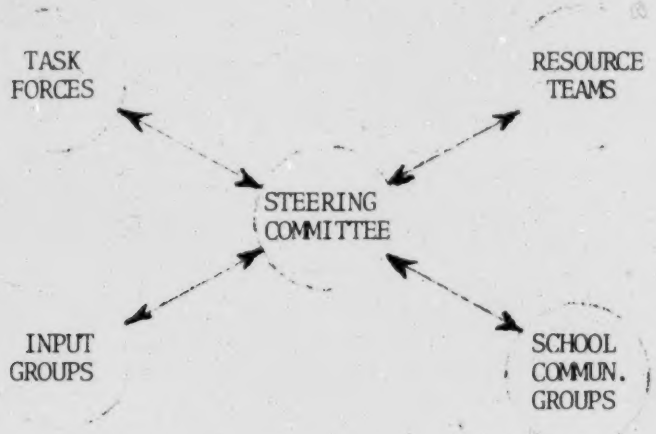
The School Communications Groups were responsible for coordinating Career Education at the school or building level. School Communications Groups included administrators, teachers, students, parents, media specialists, and counselors. The underlying question for these groups was, "How do we approach Career Education in our school?"

The fourth type of working group was the Input Group.



The Input Groups were ad hoc committees from the community at large who were asked to react to ideas and to build community involvement and support.

Dr. Smith emphasized the importance of broad involvement and participation as a key factor in building support for a concept like Career Education.

The Role of the Workshop Participants

The final session of the workshop involved the participants in a discussion of their role as "brokers" of Career Education with school districts. Mr. Lawrence pointed out that the participants already wore two hats -- special field representatives and members of their respective area committees -- and that their new assignment as consultants on

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Career Education might be perceived by some as one more responsibility added on to an already heavy load. Mr. Lawrence reminded the group that there was a substantial overlap between the Career Education concept and what they were already doing, and that the principal issue was the matter of how they allocated their time. Mr. Lawrence emphasized that they should not replace their present responsibilities with Career Education but rather should try to weave Career Education into their on-going responsibilities as vocational specialists and area committee members.

The ensuing discussion took a number of different directions ranging from how to work through and orient other area committee members to Career Education, to specific details concerning submission of planning-grant proposals.

The group was interested in steps being taken within D.O.E. to increase the involvement of divisions other than VTAE. Discussion of the Task Force report arose and the group encouraged the VTAE representatives to push for an early release of the Task Force position on Career Education in Florida. The suggestion was made that a total Department meeting be held to inform all D.O.E. personnel about the present and projected impact of the Career Education concept on Florida schools. The group was reminded of the close relationship between district comprehensive planning and planning for Career Education.

The discussion closed with a listing of steps to be carried out in planning a Career Education project.

1. Legislature passes and Governor signs Education bill.
2. Dr. Eaddy's staff develops guidelines for planning proposals.
   a. Field staff are acquainted with guidelines.
3. Commissioner sends announcement to districts requesting planning proposals.
4. Districts submit planning grant proposals to D.O.E.

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5. D.O.E. reviews proposals.
6. Commissioner notifies districts of award of planning grant.
7. Districts put planning grants into operation.
8. D.O.E. reviews and evaluates operational plans emerging out of planning grants.
9. Districts prepare operational proposals.

The participants agreed that their principal involvement would come in steps 4, 7, and 9. It was further agreed that VTAE would provide whatever back-up support it could to the area staff including a slide/tape presentation to be used as a spring board in discussions with school boards and district personnel.

As the participants were closing their discussion, Mr. Lawrence requested that each of them go home and think about what had happened in the workshop and commit to paper any ideas they had either about the workshop or their role as a change agent in Career Education.

The participants all agreed that they had had a full three days and needed some time to sort out their ideas.

A Concluding Observation

As an observer to the workshop it was clear to this recorder that the participants varied widely in their pre-workshop understanding and involement with Career Education. At the close of the workshop there was no question that the general level of information about past, current, and future directions for Career Education in Florida had been raised. The question about whether these ten participants were all brought to a level of understanding and commitment about Career Education to serve the role they will be called upon to perform remains to be seen. Past history has shown, however, that the field staff is an extremely conscientious and dedicated group of professionals and that if they were not all ready on

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June 1, they will be so very quickly.

Attached is a matrix listing a number of individual projects and consultants and the areas of Career Education programming where they have special expertise. The listing is not intended to be exhaustive but does represent a beginning point for area field staff interested in knowing who they might contact for assistance with a particular question. The participants are encouraged to supplement this listing with additional resources as they identify them in their respective areas.

Also attached is a selected bibliography which includes a range of currently available discussions of Career Education.

ELEMENTS OF CAREER EDUCATION

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RESOURCES	Concepts & General Discussions of Career Education	Program Organization	Goals and Objectives	Instructional Design	Curriculum Materials (Elementary)	Curriculum Materials (Middle, Junior High)	Curriculum Materials (Secondary, Post Secondary)	Inservice/Preservice personnel, training	Research and Evaluation	Placement and Follow-up	Counseling & Guidance (Elementary)	Counseling & Guidance (Jr., Sr. High)	Community Relations	Dissemination
VTAE Area Offices Area I R. T. Caldwell 480 Barnett Bank Building Tallahassee, FL 32301 904/555-5848	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Area II, M.L. Bishop, Sr. 1219 W. University Ave. Gainesville, FL 32601 904/373-8551	X	X	X	X	X	X	X	X	X	X	X	X	X	
Area III, L.W. Harrell 6880 Lake Ellenor Dr. Suite 116 Orlando Central Park, FL 32809 305/851-6270	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Area IV, E.B. Heiny 715 E. Bird Street Pan American Bank Bldg. Suite 305 Tampa, FL 33604 813/933-2802	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Area V, G. Oakley 8132 State Road 808 Boca Raton, FL 33432 305/395-9401	X	X	X	X	X	X	X	X	X	X	X	X	X	X

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2. VTAE Division, Bureau of Programs and Supervision C.M. Lawrence Knott Building Tallahassee, FL 32301 904/488-2365	X	X	X						X					X
3. Center for Career Educ. R.L. Lathrop 205 Wildwood Drive, FSU Tallahassee, FL 32306 904/599-2216	X	X	X	X				X	X	X	X	X		
4. Career Educ. Curr. Lab J.E. Edmundson 204 Johnston Building Tallahassee, FL 32301 904/224-8867	X		X	X	X	X	X							X
5. Project FAIS Midge Smith P.K. Younge Lab. School Gainesville, FL 32601 904/392-1558			X	X	X	X					X			

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6. VIEW Alex Friedman 5400 Sheridan Street Hollywood, FL 33021 305/981-2800 or William Woolley P.O. Drawer 150 Chipley, FL 32428 904/638-4131												X		X
7. LOOM John Geil 220 Johnston Building Tallahassee, FL 32301 904/222-4704				X	X	X		X						X
8. Broward County Career Educ. Project James Smith Board of Education Ft. Lauderdale, FL 305/525-3311		X	X	X	X	X	X	X		X	X	X	X	

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9. Brevard County Career Ed. Ruth Anderson Cocoa High School 2000 Rosetine Street Cocoa, FL 32922 305/632-3580		X	X	X	X	X	X	X		X	X	X	X	
10. Orange County Career Ed. Project Robert Megow Wymore Voc-Tech Center 100 E. Kennedy Avenue Eatonville, FL 32751 305/645-3530		X	X	X	X	X	X	X		X	X	X	X	
11. Pinellas County Career Education Project Myrtle Hunt City Center for Learning 850-34th Street St. Petersburg, FL 33711 813/895-3671		X	X	X	X	X	X	X		X	X	X	X	
12. Dr. John Crittenden University of West Fla. Pensacola, Florida 32504 904/376-4838					X	X	X							

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RESOURCES	Concepts & General Discussions of Career Education	Program Organization	Goals and Objectives	Instructional Design	Curriculum Materials (Elementary)	Curriculum Materials (Middle, Junior High)	Curriculum Materials (Secondary, Post Secondary)	Inservice/Preservice personnel, training	Research and Evaluation	Placement & Follow-up	Counseling & Guidance (Elementary)	Counseling & Guidance (Jr., Sr. High)	Community Relations	Dissemination
13. Dr. Hobdy Perkins University of West Fla. Pensacola, FL 32504									X					
14. FERIC Robert Hancock Knott Building Tallahassee, FL 32304 904/488-2986	X	X	X	X	X	X	X	X	X	X	X	X	X	X

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